

**Lecture:** Tuesday 11:00am - 1:40pm, Hayes 401  
**Instructor:** Robert Silverman  
**Office:** Hayes 329  
**Office Hours:** Tuesday and Friday 1:45pm – 2:45pm (and by appointment)  
**Phone:** (716) 829-5882  
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**The Course:**

The study of housing and community development encompasses a variety of issues related to: neighborhood planning, citizen participation, grassroots organizing, housing policy, economic development, social welfare, public safety, health, education, recreation, the environment and other aspects of community life. During the semester these issues will be examined in relation to institutional constraints in US cities. The course applies a critical framework to the examination of housing and community development systems in the US, focusing on historic patterns of discrimination and societal inequality that have been reinforced and perpetuated through urban social institutions. A substantial portion of the semester will focus on how institutions shape: housing systems, public schools, and mega-projects. Course content and activities include: readings, lectures, discussions, and applied analysis.

As we explore linkages between community development and urban institutions, you should maintain a holistic view and remain conscious of how each dimension interacts with others. In addition to examining substantive issues in community development, this course focuses on critical thinking.

During the semester we will discuss the assigned readings and do other activities. Everyone should be prepared to attend class and participate on a weekly basis.

If you have any questions during the semester, bring them to the instructor's attention. He will be available during office hours and by appointment. Also, you may contact him using e-mail.

**Course Objective:**

The course objectives for END406 / END606 / URP606 are listed below. The course assignments will be used to assess knowledge of the course objectives. Course assignments that assess specific course objectives are identified in the course requirements section of this syllabus.

**Course Objective 1:** Increase awareness of how historical and contemporaneous patterns of race, class, gender and other forms of inequality influence the structure, implementation and effectiveness of housing and community development policy in the United States.

**Course Objective 2:** Develop relevant writing, analytic, presentation and graphic skills to apply course object 1 to planning analysis, practice, and advocacy.

**Required Text and Required Reserve Readings:**

*The required texts are available at the University Medical Bookstore and are part of the e-books collection on the UB libraries website:*

- 1) Goldsmith, W.W. (2016). *Saving our cities: A progressive plan to transform urban America*. New York: Rutledge.

- 2) Mallach, A. (2018). *The divided city: Poverty and prosperity in urban America*. Washington: Island Press.
- 3) Additional Required Readings are available on UBLearns.

**Course Requirements [each is designed to meet course objectives 1 & 2]:**

***Suburban Package Deal Essay:*** On **February 11** the suburban package deal essay will be discussed. This is an individual assignment. The essay is due on **February 25**.

***Picture of Subsidized Housing Assignment:*** On **February 25** the picture of subsidized housing assignment will be discussed. This is a group assignment. Each group will be assigned subsidized properties to examine, create a PowerPoint, and present it in class on **March 31**.

***Subsidized Housing Myths Essay:*** On **March 31** the subsidized housing myths essay will be discussed. This is an individual assignment. Drawing from class materials and the picture of subsidized housing PowerPoints, each student will write a reflective essay. The essay is due on **April 14**.

***Rust Belt Governance Essay:*** On **March 3** the rust belt governance essay will be discussed. This is an individual assignment. Drawing from class materials and lectures by Ashley Nickels and Jason Hackworth, students will write a critical essay. The essay is due on **April 28**.

***Public Education Policy Briefing:*** On **April 7** the public education policy briefing will be discussed. This is a group assignment. Each group will be assigned a topic related to public education. Each group will create a PowerPoint summarizing its topic and use it to hold a policy briefing in class. The PowerPoint and policy briefing is due on **May 5**.

***Simulations:***

On **March 24** students will participate in the first simulation. On **March 3** the group assignments and preparation instructions for simulation 1 will become available on UBLearns. On **April 21** students will participate in a second simulation. Preparatory materials for the simulations will be available in the UBLearns assignment folder on **March 3** (simulation 1) and **March 31** (simulation 2).

***Critical Essay:***

PhD students enrolled in the course will write a critical essay (8 pages / 2000-2500 words). The Critical Essay is due on **April 28**. It will discuss how to rectify housing and community development policy under the two governance models described in the following books:

Greer, S.A. (1962). *Governing the metropolis*. New York: John Wiley and Son.

Kotler, M. (1969). *Neighborhood government: The local foundations of political life*. Indianapolis: Bobbs-Merrill Co.

**Grading Policy:** Your grade will be based on the following:

ASSIGNMENT	END406	END606 / URP606	END606 / URP606 (PhD Students)
Suburban Package Deal Essay	16pts	16pts	16pts
Picture of Subsidized Housing Assignment	20pts	20pts	20pts
Subsidized Housing Myths Essay	16pts	16pts	16pts
Rust Belt Governance Essay	16pts	16pts	16pts
Public Education Policy Briefing	20pts	20pts	20pts
Simulations	12pts	12pts	12pts
Critical Essay (PhD students only)	--	--	20pts
<b>TOTAL POINTS POSSIBLE</b>	<b>100pts</b>	<b>100pts</b>	<b>120pts</b>

**Grading Scales:****Undergraduate Grading Scale (END406)**

GRADE	A	A-	B+	B	B-	C+	C	C-	D+	D	F
PERCENT	96-100	90-95.99	87-89.99	84-86.99	80-83.99	77-79.99	74-76.99	70- 73.99	67- 69.99	66-60.99	0-59.99

**Graduate Grading Scale (END606 / URP606)**

GRADE	A	A-	B+	B	B-	C+	C	D	F
PERCENT	96-100	90-95.99	87-89.99	84-86.99	80-83.99	77-79.99	70-76.99	60-69.99	0-59.99

**Academic Integrity:**

Students are expected to approach the course with seriousness and integrity. It is important to complete assignments on time, attend class regularly, and foster a collegial learning environment. Plagiarism and other instances of academic misconduct will result in a failing grade on a respective assignment, exam, or paper. Students should refer to the *University at Buffalo Undergraduate Catalog* and the *University at Buffalo Graduate Catalog* for clarification on the University's policies and procedures.

**Accommodations for Disabilities:**

If you have a disability (physical, learning, or psychological) that impacts your course work please contact the Accessibility Resources Office (ARO), 60 Capen Hall, (716) 645-2608. ARO will provide you with information and review appropriate arrangements for reasonable accommodation (such as recruiting note-takers, readers, or extended time on assignments). You must bring requests for accommodations for a disability to the professor's attention within the first two weeks of class.

**Writing Centers:**

The University at Buffalo has a number of writing center where students can get assistance with essays, term papers, and thesis projects. Students should contact one of the following if they would like to access these campus resources:

- Undergraduate students can go to the Center for Excellence in Writing for assistance. It is located at 209 Baldy Hall, Email: [writing@buffalo.edu](mailto:writing@buffalo.edu); <http://writing.buffalo.edu/>,
- Graduate students can contact the Graduate Student Association (GSA) about their Editorial Assistance Program. For information about this program go to the GSA office in 310 Student Union, (716) 645-2960; [gsaedit@buffalo.edu](mailto:gsaedit@buffalo.edu); <https://ubgsaedit.wixsite.com/gsa-editorial> ,
- International students can contact the English Language Institute. The English Language Institute is located at 320 Baldy Hall; (716) 645-2077; [elibuffalo@buffalo.edu](mailto:elibuffalo@buffalo.edu); <http://www.buffalo.edu/english-language-institute.html> .

**READINGS AND ASSIGNMENTS****January 28: Introduction to the Course****February 4: Race, Segregation and Urban Inequality*****Assigned Readings END406 & URP606:***

- Goldsmith: Introduction (Looking Upstream) and Ch 1
- Blauner, R. (1969). Internal Colonialism and Ghetto Revolt, *Social Problems*, 16(4): 393-408.

- Pinderhughes, C. (2011). Toward a new theory of internal colonialism. *Socialism and Democracy*, 25(1): 235-256.
- Seamster, L. (2015). The white city: Race and Urban Politics. *Sociological Compass*, 9(12): 1049-1065.

### **February 11: The New Reality**

#### ***Assigned Readings END406 & URP606:***

- Goldsmith (conclusion, pp. 215-228)
- Mallach: Introduction, and Ch 1, 2 & 7
- Harris, R. (2015). Using Toronto to explore three suburban stereotypes, and vice versa. *Environment and Planning A*, 47: 30-49.

#### ***Other Activities:***

- Suburban Package Deal Essay discussed

### **February 18: US Affordable Housing Policy**

#### ***Assigned Readings END406 & URP606:***

- Goldsmith: Ch 2
- Freeman, L. and Schuetz, J. (2017). Producing affordable housing in rising markets: What works? *Cityscape*, 19(1): 217-236.
- Landis, J.D. and McClure, K. (2010). Rethinking federal housing policy. *Journal of the American Planning Association*, 76(3): 319-347.

### **February 25: Fair Housing Policy, Gentrification, and Displacement**

#### ***Assigned Readings END406 & URP606:***

- Mallach: Ch 4, 5 & 6
- Menendian, S. (2017). Affirmatively furthering fair housing: A reckoning with government-sponsored segregation in the 21<sup>st</sup> Century. *National Civic Review*, Fall: 20-27.

#### ***Other Activities:***

- Suburban Package Deal Essay Due by 11am on February 25
- Picture of Subsidized Housing Assignment Discussed

### **March 3: Nonprofit Housing Systems** [note: Ashley Nickels public lecture is on March 4]

#### ***Assigned Readings END406 & URP606:***

- Mallach: Ch 8
- Frisch, M. and Servon, L.J. (2006). CDCs and the changing context for urban community development: A review of the field and the environment. *Community Development*, 37(4): 88-108.
- Grey, K.A. (2008). Community land trusts in the United States. *Journal of Community Practice*, 16(1): 65-78.

#### ***Other Activities:***

- Rustbelt Governance Essay Discussed
- Simulation 1 groups and preparation instructions open on UBLearn

### **March 10: Mega-Projects and Anchor Institutions**

#### ***Assigned Readings END406 & URP606:***

- Mallach: Ch 3 & 10
- Birch, E.L. (2009). Downtown in the “New American City.” *The ANNALS of the American Academy of Political and Social Science*, 626: 134-153.

- Bornstein, L. (2010). Mega-projects, city-building and community benefits. *City, Culture and Society*, 1(4): 199-206.
- Florida, R. (2016). Hip, cool & unaffordable: The double-edged sword of big city living. *alternativesjournal.ca*, 42(2): 42-46.
- Parks, V. and Warren, D. (2009). The politics and practice of economic justice: Community benefits agreements as tactic of the new accountable development movement. *Journal of Community Practice*, 17: 88-106.

**March 17: SPRING BREAK – NO CLASS**

**March 24: Simulation 1**

**March 31: Picture of Subsidized Housing PowerPoint Due and Presentations**

***Other Activities:***

- Presentations of Picture of Subsidized Housing PowerPoints (upload .pdf version of the PowerPoints by 11am on March 31)
- Subsidized Housing Myths Essay Discussed
- Simulation 2 preparation instructions open on UBLearn

**April 7: Education Finance and Reform**

***Assigned Readings END406 & URP606:***

- Goldsmith Ch 3 & 4
- Mallach: Ch 9 & 11
- Lewis-McCoy, R.L. (2018). Suburban black lives matter. *Urban Education*, 53(2): 145-161.
- Silverman, R.M. (2014). Urban, suburban and rural contexts of school districts and neighborhood revitalization strategies: Rediscovering equity in education policy and urban planning. *Leadership and Policy in Schools*, 13(1): 3-27.

***Other Activities***

- Public Education Policy Briefing Discussed

**April 14: No Class Meeting** [note: Jason Hackworth's public lecture is on April 15]

***Other Activities:***

- Subsidized Housing Myths Essay Due April 14
- Work on Rust Belt Governance Essay
- Work on Public Education Policy Briefing

**April 21: Simulation 2**

**April 28: No Class Meeting** [note: APA conference April 25-28]

- Rust Belt Governance Essay Due April 28
- Critical Essay Due (PhD Students only) by 11am on April 28
- Work on Public Education Policy Briefing

**May 5: Public Education Policy Briefing**

***Other Activities:***

- Public Education Policy Briefing and PowerPoint Due